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ABSTRACT

The final report of the Transition from School to Work Project of Employment Opportunities, Inc. in Raleigh, North Carolina, describes efforts to provide students with job experiences and leisure education. The project provided work experiences for 49 students, ages 17-22, with disabilities including autism, mental retardation (IQ range from less than 28 to 63), and multiple disabilities. An additional 95 students received indirect services in a program of classroom discussion and job development. Students receiving direct services spent 12-89 hours each in volunteer work experience. Formal recommendations were made for each student to the family, teacher, and adult service agencies for referral and job placement services. Additional project achievements included: (1) full- or part-time paid job placement for 20 of the participating students; (2) cost savings to the local school district as a result of early graduation for students; (3) local vocational rehabilitation and mental retardation/developmental disabilities policy changes to provide more complete services to the severely disabled; (4) development of a formal interagency agreement for transition between the schools and adult service agencies; and (5) awareness raising at the local and state levels due to the advocacy of and information provided by project staff. Recommendations for similar projects are included, and appendixes include samples of initial and final individual transition plans and of a vocational evaluation report; an interagency agreement for transition; teacher and employer questionnaires; a copy of the enabling legislation for the project; and a list of businesses toured and jobs tried. (DB)

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EMPLOYMENT OPPORTUNITIES, INC.

# Transition From School to Work:
# Project funded by the U.S. Department of Education

9/1/85 - 8/31/87

M. Kay Holjes, Project Director
Debra J. Nay, Project Coordinator
Vickie L. Routon, M.Ed., External Evaluator

Final Program Evaluation Report
October 1987

EC 211098

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EMPLOYMENT OPPORTUNITIES, INC.

# TRANSITION FROM SCHOOL - Final PROGRAM EVALUATION EXECUTIVE SUMMARY

October 1987

Employment Opportunities, Inc. (E.O.) is a private, nonprofit agency established to meet the service delivery gaps present in the current employment readiness services offered by both public and private agencies in Raleigh, North Carolina. One of the primary areas exhibiting need is the transition of students with moderate and severe developmental disabilities from public school to work and adult life. The Wake County transition project seeks to provide students with a variety of job experiences, thereby allowing them to make informed decisions about their vocational futures. Actual work experience and leisure education are considered the major foci of the project.

A grant from U.S. Department of Education was awarded for this project for the period 9/85 - 8/87. The EO staff in conjunction with Wake County Public Schools provided tour and trial work experiences for 49 students directly, ages 17-22, with disabilities including autism, mental retardation (IQ range <28 - 63), and multiple disabilities. Through classroom discussion and job development for various classrooms, an additional 95+ students received indirect services. The program rotated among schools, with any of the 9 classrooms receiving services from 6 weeks to one semester. Students receiving direct project services spent 12-89 hours each in volunteer work experience during the semester they were served. The Project Coordinator for the grant project averaged 49 hours of direct service per student. The Project Coordinator spent 65% of her time in direct services during the grant period. The EO staff also provided consultation, resources, and training statewide for parents, teachers, volunteer job coaches, and interested others. They assisted in curriculum development in the schools. Formal recommendations were made for each student to the family, teacher, and adult service agencies as needed for referral and job placement services to complete the transition process.

Additional indicators of success of this project and collaborating agencies can be gained from the activities and results achieved which were not a part of the formal project goals and objectives. These include: (1) full- or part-time paid job placement for 20 of the participating students; (2) cost savings to the local school district as a result of early graduation for students; (3) local VR and MR/DD policy changes to provide more complete services to students with severe disabilities; (4) development of a formal interagency agreement for transition between the schools and adult service agencies; and (5) awareness raising at the local and state levels due to the extensive amount of advocacy and information disseminated by the project staff.

Major recommendations for similar projects include emphasizing leisure education activities for students; instituting a functional, goal-oriented curriculum which utilizes community-based training on a regular basis; developing formal, working interagency groups which meet regularly to link public schools and adult services.

For more information contact Kay Holjes, Project Director, or Debbie Nay, Project Coordinator, 3509 Haworth Drive, Suite 402, Raleigh, North Carolina, 27609, phone (919) 782-8346.

## TABLE OF CONTENTS


**PROJECT OVERVIEW** ..... 2

**EVALUATION DESIGN** ..... 3

**FINDINGS** ..... 4

Who Received Services ..... 5

**IMPACT RELATIVE TO STATED OBJECTIVES** ..... 5

Community-Based Experiences & Job Try-Outs ..... 5
Selection of Training Options & Formal Recommendations ..... 7
Introduction to Avocational Skills ..... 7
Consultation, Resources, Training, and Curriculum ..... 8
Other Accomplishments ..... 8

**RECOMMENDATIONS** ..... 10

**APPENDICES** ..... 11

A. Collaborating Community Agencies
B. Tables 1 & 2: Student Characteristics & Outcomes
C. Initial Individual Transition Plan (sample)
D. Final Individual Transition Plan (sample)
E. Vocational Evaluation Report (sample)
F. Interagency Agreement for Transition
G. Questionnaires
H. Community Resources in Transition booklet
I. Public Presentations
J. House Bill 1474
K. Businesses Toured and Jobs Tried

## PROJECT OVERVIEW

Employment Opportunities, Inc. is a private, nonprofit agency established to meet the service delivery gaps present in the current employment readiness services offered by both public and private agencies in Raleigh, North Carolina. One of the primary areas exhibiting need is the transition of students with moderate and severe developmental disabilities from public school to work and adult life. Traditionally this population has received segregated, in-class, academic instruction. The result for many, due to this instructional mode and lack of adult services, has been an isolated, sit-at-home life following graduation. This transition project is based on the belief that students with severe disabilities can learn to work and live in their community, and can choose appropriate fields of work and leisure given the proper set of conditions. It was funded by a discretionary grant from the U.S. Department of Education from September 1985 through August 1987.

This project is based in the Wake County Public School system, which boasts the second largest school district in the state. Wake County (with a population of approximately 380,000) has both rural areas and the capital city of Raleigh (population approximately 200,000). The classrooms selected for project participation were High School Level IV self-contained for Trainable Mentally Handicapped, Autistic, and Multiply Handicapped/Mentally Retarded. In each of the two school years during this project there were 10 such classrooms with a total of over 90 students. Students in their last year(s) of public school enrollment were targeted.

The overall goal of the project is to facilitate the preparation of these students to move into meaningful activities post graduation. Following the provision of transition services, all targeted students who left the public school system were either employed or accepted for services by an adult service agency. This is the first time in many years that every student exiting the school from these classrooms has had structured plans for the future.

Specific project **Objectives** include the following:

1. To provide direct **community-based experiences** to students which will enhance their transition to independent living;
2. To expose students to a variety of employment options through **job try-outs**;
3. To provide a planned, organized sequence of vocational experiences so that **appropriate training options can be selected by the student** and significant others;
4. To make formal recommendations to adult service agencies and teachers necessary to carry out a **plan for the student's transition** from school;
5. To provide an introduction to the **avocational skills** necessary to supplement the vocational transition;
6. To provide **consultation, resources, and training** to assist parents and educators in the provision of transition planning; and
7. To **influence curriculum development** to better meet the transition needs of students with severe disabilities.

The formal project staff included a full-time Project Coordinator who provided direct student services; a Project Director whose formal time committment to the project was 40%; and hourly education, psychology, and recreation consultants. Two parents recruited through the local Association of Retarded Citizens, and one Rehabilitation Counseling master's student intern from the University of North Carolina served as part-time volunteer job coaches during the first year. Approximately ten students from the general high school population served as peer tutors during school-based extracurricular activities (e.g. athletic events, dances, etc.) during the second year. The personnel of many other agencies (see Appendix A) worked in a collaborative effort to help accomplish the objectives of this project.

Several key activities were involved in the operation of this project. These included:

1. screening and assessing students;
2. arranging tour and trial sites (vocational and avocational);
3. determining service delivery rotations;
4. providing leisure education and counseling;
5. providing on-the-job training;
6. providing job development for students and classrooms;
7. developing formal individual transition plans during interagency staffings;
8. acting as liaison between the classrooms and adult service agencies;
9. providing general training and information dissemination;

10. regular interagency meetings; and
11. developing media materials.

Overall, all project goals and objectives were met in a timely manner.

## EVALUATION DESIGN

The program evaluation was designed to meet the following purposes:

I. To identify who is receiving services;
2. To determine project impact relative to the stated goals and objectives;
3. To aid in project improvement by identifying outstanding characteristics of service delivery;
4. To reveal accomplishments which were not a part of the formal goals and objectives; and
5. To identify unmet needs that can be addressed by this or other agencies.

Forms were developed to collect data, many modeled after those used by the Rehabilitation Research and Training Center at Virginia Commonwealth University. Refer to Appendix B for results of objectives #1 and # 2.

An external evaluator was selected to enhance the objectivity and credibility of the evaluation. Vickie L. Routon, M.Ed., reviewed records and met with the project staff on-site on three separate occasions during the course of the project. Recommendations were written by the external

evaluator and followed by formal reports. The external evaluator was also used as a consultant toward the end of the project via monthly telephone calls.

The project audiences/stakeholders for the program evaluation are the students in the project and their immediate families, group home managers of project participants, the teachers and school administrators involved in the project, project staff, local Vocational Rehabilitation and Mental Retardation/Developmental Disabilities offices, potential funding sources, N.C. Department of Public Instruction, and the U.S. Department of Education. Because the stakeholders have varying informational needs, selected reports or portions of this report will be forwarded as appropriate.

## FINDINGS

Both direct and indirect services were provided to the target population during the regular ten-month school years. Direct services included tour of and trial work in businesses, leisure services, and supervised voluntary work experience. Indirect services were provided through the classroom discussions of the work experiences, and photographs taken at the volunteer work sites. Photographs were used with all students in any given classroom to enhance awareness of real work settings, as the project participants explained to their classes what they had seen during the tour and trial experiences. Additional indirect services included providing classroom consultation and job development activities for

classroom teachers who requested such services. During the course of the first year, classrooms were served and referrals for specific services were received from four of the nine targeted classrooms. During year 2, five classrooms were served. Classrooms were prioritized and selected according to highest numbers of persons identified as needing transition services. So as not to disperse the efforts of project staff, services in Year two concentrated on targeted classrooms and no other referrals were accepted. Services provided during both two-month summer intervals followed the established project model, and were provided to the target population in conjunction with Project SEE (Summer Educational Experiences), a local summer program operated in conjunction with Wake County Public Schools.

**Who Received Services**

Twenty-three students received direct services in the first year of the project, 26 in Year two. I.Q. scores for those labeled mentally retarded ranged from less than 28 to 63. The tested I.Q. averaged 41, which is identified as moderate mental retardation by both Diagnostic and Statistical Manual of Mental Disorders III and Vocational Rehabilitation codes. Twenty of the students were multiply handicapped. Students ranged in age from 17 to 22 years old and seven were in what resulted as their last year of school. Next-to-last year students were the original target population as outlined in the grant proposal but as a result of a collaborative interagency effort, last year students were identified as the population with the most urgent needs and were targeted accordingly in the early stages of the project.

In the original grant proposal the eligible population was defined as persons enrolled in their junior year in "special" classes. This criterion included persons in classes designated for Autistic, Multiply Handicapped, Educable Mentally Handicapped, Trainable Mentally Handicapped, Learning Disabled, and Emotionally Disturbed (classifications of the local education agency). In the initial meetings with the school system it was agreed to target the Trainable Mentally Handicapped, Autistic, and Multiply Handicapped classrooms because this was the group receiving essentially no services post public school enrollment. In addition to people in the targeted classrooms, one mainstreamed student and one student from the Educable Mentally Handicapped classroom were served.

## IMPACT RELATIVE TO STATED OBJECTIVES

### Community-Based Experiences & Job Try-Outs

Prior to actual client involvement, the project staff met with the Wake County Public Schools' special programs administrators and representatives from collaborating agencies in order to identify the particular students to be served. It was determined that the school insurance would cover the students during the community-based experiences, being seen as a school "field trip" for insurance purposes. Once students/classrooms were identified and records were reviewed, "tour and trial" experiences were arranged for targeted students. The Project Coordinator provided in-class orientation to acquaint the teachers and students with project activities. Individual Transition Plans were developed to further acquaint the student, parents, and teacher with activities to be accomplished (see sample in Appendix C). The Project Coordinator also met directly with

parents to explain the project.

In **Phase I** of the program, **"Tour & Trial"**, students were taken (by the Project Coordinator in her personal vehicle) in small groups into the community. (See Appendix K.) Students toured at least three different types of businesses, and were exposed to a number of jobs in each business. During the tours, students observed the work and talked with the business employees about the jobs. Follow-up in the classroom by the Project Coordinator utilized pictures taken during the tours so that students could better remember the jobs they had seen, and professional guidance was delivered as to job expectations and requirements.

Through this guidance, each student was given the opportunity to select and try at least one job at each of the three businesses. In this "trial" phase, the Project Coordinator returned the student to each tour site, where the student worked in the selected job for 1-4 hours. **Phase I** lasted one-two weeks. Students toured a business one morning, discussed it that afternoon, and tried a job the next day. This process continued through at least three businesses. Students averaged trying three different jobs, with a range of one to seven.

Following this brief trial work experience, each student then moved to **Phase II** of the project, **Volunteer Work**. They selected one of their trial jobs for extended volunteer work experience and training. Through Phases I and II, all 49 students served directly by the project had the opportunity to select and voluntarily work for several weeks during the semester on at least one selected job. Depending on the schedule, they

volunteered approximately 3 hours/day for 3-4 days/week in Phase II. During Year one this volunteer work experience lasted for 6-12 weeks. During Year two this was increased to 10-13 weeks because it was felt that students needed the additional experience. Supervision and instruction at the business site were provided by the Project Coordinator and a business representative in Year one. During Year two, the persons available to provide supervision were expanded to include, on a part-time basis, four group home staff, one teacher, two teacher assistants, two staff from Mental Retardation/Developmental Disabilities Services and three Vocational Rehabilitation counselors.

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Insert Tables 1and 2 about here

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Total volunteer work experience per individual in **Phase II** ranged from 12 to 89 hours in Year one and 30-180 hours in Year two. Students were paid $1.50 per hour by Employment Opportunities as an "incentive wage" for all volunteer work experience. The Project Director had regular communication with the local and regional offices of Department of Labor, Wage & Hour Division to assure that all applicable laws were met during the project. Written approval of the volunteer status of students was obtained from the local Wage and Hour office.

The businesses toured and jobs tried included:

*nursery and motor pool at N.C. State University

*baker's assistant, dishwasing and deli prep at Simple Pleasures (small speciality food store with restaurant)

*production/assembly at Charles Rivers Labs (medical lab)

*food preparation, bus person, and dishwashing at Golden Corral (restaurant chain)

*dishwashing and tray cleaning at K&W Cafeteria (cafeteria chain)

*laundry functions at North Raleigh Hilton Hotel and Roy's Rental Uniform

*room cleaning at Velvet Cloak, Mission Valley Inn and The Innkeeper (local hotels)

*filing/general clerical, warehouse and wire stripping at Cablevision of Raleigh

*stock person at Best Products (general merchandise store)

*food prep at Rock O'la (local restaurant), Shoney's (restaurant chain)

*salad prep at Shoney's (restaurant chain)

*clerical, stock, and printshop at Wake Medical Center (county hospital)

**Selection of Training Options & Formal Recommendations**

Following the completion of volunteer work experience in Phase II, the Project Coordinator met with the student, family, teacher, Vocational Rehabilitation Counselor, and Mental Retardation/Developmental Disabilities Services liaison to discuss each student. Students were given the opportunity and encouraged to have in-put in the decision making process. During the staffing formal plans were made for the student's transition from school to work and adult life. Formal Individual Transition Plans were written by the Project Coordinator. In Year one these were added as an addendum to the Individual Education Plan . (See sample in Appendix D.) In Year two staffing recommendations became an integral part of the Individual Education Plan. In cases where it was requested for the provision of further Vocational Rehabilitation services, the Project

Coordinator also wrote a vocational evaluation report based on the student's volunteer work experience. (See Appendix E for sample report.)

The population targeted for this project had not traditionally been served by either the local Vocational Rehabilitation or Mental Retardation/ Developmental Disabilities Services agencies, due to the severity of disability and enrollment in school, respectively. With the initiation of this project, both agencies agreed to provide services to all project participants. During Year two a formal interagency agreement was developed among the school system, Vocational Rehabilitation, and Mental Retardation/Developmental Disabilities Services to ensure comprehensive and ongoing transition services (See Appendix F). The project staff felt that it was critical for adult service agencies to be combined with public education in order to provide effective transition planning.

Of the students served, 20 became employed in part-time or full-time employment at or above minimum wage. Others were referred to and accepted by such community agencies as Raleigh Vocational Center, Goodwill Industries - McJobs, and Wake Enterprises. In some cases, continuation in school was recommended, with more work experience needed prior to graduation. Case management services are being coordinated and provided by Employment Opportunities, Vocational Rehabilitation and Mental Retardation/Developmental Disabilities Services.

**Introduction to Avocational Skills**

In the first classroom rotation, all students served directly were assessed

through the Leisure Diagnostic Battery (LDB) by the Therapeutic Recreation Consultant and Project Coordinator. However, after the first rotation this was abandoned as the severity of the disabilities made the results invalid in the opinion of the consultant. Thereafter, informal interviews with the students, parents, and teachers served as the primary data sources. Students were counseled by the Project Coordinator, with individual case consultations from the Therapeutic Recreation Consultant. The Tour and Trial process (Phase I) was expanded in Year two to include leisure sites, and integrated experiences were encouraged when appropriate. Travel training was also conducted by the Project Coordinator for eleven students. These students averaged ten hours of training per individual in order to learn to ride the city bus or walk independently to job sites. Training also included cashing checks, budgeting, making purchases, etc.

It is strongly felt that a vital component to this project and to the long-term success of each individual is the emphasis placed on avocational training. Many students are engaged in part-time employment thus leaving a large number of hours each day which are unstructured. Carefully planned and executed community-based leisure training places importance on the self-worth of each individual and his/her ability to become more fully integrated into the community life.

**Consultation, Resources, Training, and Curriculum**

Services began at the onset of funding and continued throughout both years. During each classroom rotation, the Project Coordinator met with the teachers on a regular basis to discuss individual needs and how the curriculum might be adapted to meet those specific needs. Discussions

also centered around general deficit areas being observed of all students (e.g. stamina, use of both hands, etc.) and how these might better be addressed in the classroom (e.g. physical activities, increased time per activity, etc.). To aid in this effort, teachers and aides were encouraged to become involved in the community experiences so they could directly observe the activites and expectations of community businesses. Information disseminated to the classroom during consultation included scheduling needs, suggested follow-up activities for the classroom, and allowed teacher in-put on how to better meet specific needs of students and parents. Questionnaires were distributed to receive formal feed-back about the project (See Appendix G). The Project Coordinator also provided individual consultation to students and families through the staffing process following the volunteer work experience in Phase II, with recommendations incorporated into the Individual Transition Plan or Individual Education Plan. The project staff developed in Year one and updated in Year two, a Community Resources Booklet which was distributed to each teacher, aide, and family in the target classrooms (Appendix H). This provided much-needed information about the adult service agencies in the community, how to refer, contact people and telephone numbers, and basic services offered.

Other resources provided were funding for travel for one teacher, four teacher aides, and one group home staff to serve as job coaches to targeted students; dissemination of approximately 12 monthly community recreation services newsletters; articles about transition for parents and educators (approximately 30); mail and in-person handouts on the transition process (approximately 1,500); one training session for volunteer job

coaches; three parent training sessions; assistance with the development of an interagency agreement among Vocatioanl Rehabilitation, Wake County Schools, and Mental Retardation/Developmental Disabilities Services; and approximately six individual Individual Education Plan consultations for students not directly involved in the project. Handouts accompanied by overheads, and slide/tape materials were developed for workshops and other presentations. Approximately 35 formal presentations to various groups, as well as many informal presentations, were conducted by the project staff. (See Appendix I for a list of public presentations.) Presentations often included recommendations for general curriculum modification in the public school systems, always stressing the need for community-based experiences. The Project Coordinator served as the chairperson for the Curriculum Development Committee of the Association for Retarded Citizens and as a formal consultant with Wake County Schools for further development of transition services. The Project Director served as consultant to Durham County Schools and approximately five other programs for the development of transition services. The Project Director also served on the state level Citizens Task Force on Community Services.

**Other Accomplishments**

One of the most outstanding results of the project which was not included in the formal project Goals and Objectives, was that of competitive job placement of 20 students. Through the project staff and Vocational Rehabilitation, these 20 students became paid employees following their volunteer work experience. Some remained at their volunteer work site

for employment, while others obtained similar positions with other businesses. In each case the job placement was considered appropriate to the student's abilities, interests, and current life situation. The local school system thus benefitted in a cost savings for the students who graduated "early" and did not stay in school through age 21.

Another significant achievement which was not a formal objective was that of policy change. The intervention of the project activities promoted change in the policies of local Vocational Rehabilitation and Mental Retardation/Developmental Disabilities Services agencies, and served as a catalyst for promoting similar statewide policy change. Both agencies became directly involved in the cases of all project participants. Traditionally, Vocational Rehabilitation has emphasized services to those people in the Educable Mentally Handicapped and Learning Disabled classes and has worked very little with the targeted classrooms of this project except as a referral agency. Likewise, Mental Retardation/Developmental Disabilities Services did not serve students while they were still enrolled in public school, but has now formally agreed to serve those persons in their last year in the targeted classrooms. These agencies also joined with Wake County Public Schools and developed a formal interagency agreement for transition.

General community and parental awareness have been raised through the efforts of this project in collaboration with other local and state agencies. The Project Director serves on both the state level N.C. Department of Public Instruction Transition Task Force and state level Vocational Alternatives Task Force, and has helped influence and promote

awareness of transition needs throughout the state. She helped write legislation which was passed in the state legislature in 1987 for the transition needs of students with moderate and severe developmental disabilities (House Bill 1474 - See Appendix J). She worked regularly to share information with other professionals and caretakers via mail and telephone communications. Networking was done with other transition projects through association at the annual national conferences of the Transition Institute, University of Illinois, and communications made possible through this body. This project was one of three chosen as a model for replication through grant funding by the N.C. Council on Developmental Disabilities in 1986.

## RECOMMENDATIONS

Based on the results of this project, several recommendations for similar transition projects are outlined below by this project staff. In the first classroom rotation, it was agreed that the local Vocational Rehabilitation and Mental Retardation/Developmental Disabilities Services agencies would become involved with students near the end of the transition process, being involved in the staffing following the students' volunteer work experience in Phase II. However, it was seen that this was too late in the process to provide a coordinated transition process, so beginning with the second classroom rotation both agencies became involved in the initial stages of service provision. It is felt that this is a better method, allowing time to plan, screen, complete records, etc. Ideally, referrals should be made to adult service agencies 18-30 months in advance, so that programmatic and financial planning can be completed without an

interruption in student services. Schools should clearly define their outcome goals with students to reflect education toward preparation for "the next environment". In the current case, with a population of persons who experience moderate and severe developmental disabilities, this means that the individual curriculum should focus on the functional preparation of persons for paid employment and community living.

Interagency meetings between school system personnel and adult service agencies need to occur on a regular basis in order to formally discuss the transition process and associated activities. Teachers need to communicate regularly with their building principals to keep them aware of activities and elicit their support.

All persons involved in transition planning need to advocate for such planning to begin early in the student's educational career. Functional goals should be emphasized beginning in the primary grades and continue throughout the educational program. Modifications should be made as necessary to provide for student performance at the highest degree of independence possible. Community based training is essential at the secondary level of schooling, and should incrementally increase each year so that the final year can be spent totally in the community if possible. Avocational needs should be addressed as seriously as vocational goals.

**Continuation of Project**

Toward the completion of this project, two consultants met with an interagency team for two days to discuss systematic planning for

transition services. Dr. William Halloran and Mr. William Hillman conducted a very productive meeting with approximately 20 persons to aid in the local planning for continuation of this project.

Overall it is felt that the project met with tremendous success, and major activities will be continued and refined. Initial funding for continuation will be received directly from the state legislature, as noted earlier. We thank all the people from the collaborating agencies, parents, students, and teachers who helped make the project operate successfully. For more information about the transition project, contact M. Kay Holjes, Project Director, or Debra J. Nay, Project Coordinator at EMPLOYMENT OPPORTUNITIES, INC., 3509 Haworth Drive, Suite 402, Raleigh, North Carolina 27609, phone (919) 782-8346.

# APPENDICES

APPENDIX A

## COLLABORATING COMMUNITY AGENCIES

Developmental Disabilities Training Institute

Durham County Schools

Goodwill Industries

National Association for Retarded Citizens, On-the-Job Training

N.C. Department of Public Instruction, Division of Exceptional Children

N.C. Division of Mental Health/Mental Retardation/Substance Abuse Services

N.C. Division of Vocational Rehabilitation - State Office, Raleigh Unit Office

N.C. State University, Special Education Department

Project CETVE: Competitive Employment Through Volunteer Experience, Charlotte, N.C.

Project Summer Educational Experience (SEE)

Raleigh Mayor's Committee on Employment of the Handicapped

Raleigh Vocational Center

Social Security Administration

United Cerebral Palsy

University of North Carolina, Division of Rehabilitation Counseling

Vocational Alternatives Task Force

Wake County Association for Retarded Citizens

Wake County Department of Social Services

Wake County Mental Retardation/Developmental Disabilities Services

Wake County Public Schools

Wake Enterprises

## APPENDIX B - TABLE 1

### STUDENT CHARACTERISTICS
### 9/1/85 - 8/31/86

| Disability | I.Q. if MR | Classroom | Age | # sites toured | # hours volunteered | # jobs tried | # hours direct service | Job Placement full-time | Job Placement part-time | Hourly wage | Comments |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Mentally Retarded | 44 | EMH | 18 | 3 | 30 | 3 | 44 | | X | $3.35 | |
| Downs Syndrome | 59 | TMH | 19 | 3 | 42 | 5 | 92 | | X | 3.85 | |
| Autistic/MR | | Aut | 21 | 3 | 12 | 3 | 31 | X | | 3.75 | accepted for OJT |
| MR/CP | 63 | EMH | 18 | 3 | 21 | 3 | 30 | | X | 3.50 | |
| MR | -28 | TMH | 22 | 3 | 89 | 3 | 99 | | | | supported employment pending |
| MR/vision | 39 | TMH | 20 | 3 | 27 | 4 | 46 | X | | 4.00 | |
| MR/speech | 56 | TMH | 19 | 3 | 20 | 4 | 35 | | | | OJT pending |
| MR | 62 | EMH | 18 | 3 | 22 | 3 | 29 | | X | 3.35 | |
| MR | 57 | TMH | 19 | 3 | 44 | 4 | 65 | X | | 3.50 | |
| MR | -30 | TMH | 21 | 3 | 14 | 3 | 31 | | | | accepted by local workshop |
| MR/speech | -30 | TMH | 20 | 6 | 76 | 4 | 101 | | | | Life Experiences |
| MR/phys hand | -33 | TMH | 19 | 6 | 73 | 7 | 127 | | X | 3.85 | |
| MR | 43 | TMH | 19 | 1 | 14 | 1 | 17 | X | | 3.35 | |
| MR/character dis | 40 | TMH | 20 | 0 | 0 | 1 | 72 | | | | workshop |
| MR/epilep/vision | 40 | resource | 18 | 0 | 0 | 1 | 6 | X | | 4.00 | |
| MR | 49 | TMH | 18 | 0 | 0 | 1 | 72 | X | | 3.75 | |
| MR/CP/speech | 35 | TMH | 18 | 3 | 41 | 2 | 44 | | | | school |
| Aut/adap behav/MR | | Aut | 18 | 3 | 54 | 3 | 56 | | | | school |
| MR | -28 | TMH | 20 | 3 | 27 | 3 | 30 | | X | 3.35 | |
| MR/Aut/blind | -30 | MH/MR | 21 | 2 | 8 | 2 | 10 | | | | workshop |
| MR | -30 | MH/MR | 20 | 2 | 31 | 1 | 33 | | | | workshop |
| MR/Autistic | -30 | Aut | 20 | 2 | 10 | 2 | 12 | | | | school |
| Downs Syndrome | 48 | TMH | 17 | 2 | 10 | 2 | 10 | | X | 3.50 | |

APPENDIX B - TABLE 2
9/1/86 - 8/31/87
STUDENT CHARACTERISTICS

| Student | Disability | I.Q. if MR | Classroom | Age | # sites toured | # hours volunteered | # jobs tried | # hours direct service | Job Placement full-time | Job Placement part-time | Hourly wage | Comments |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| A | MOD MR | 35 | TMH | 19 | 4 | 85 | 4 | 91 | | | | school |
| B | MOD MR | 52 | TMH | 18 | 4 | 59½ | 4 | 66 | | | | school |
| C | MOD MR | 54 | TMH | 18 | 4 | 49½ | 4 | 54 | | | | school |
| D | AUT/MR | 55 | TMH | 18 | 4 | 58 | 4 | 64 | | | | school |
| E | SEV MR | -30 | TMH | 19 | 4 | 63 | 4 | 68 | | | | school |
| F | SEV MR | -28 | TMH | 21 | 4 | 56 | 4 | 62 | | X | 3.85 | |
| G | SEV/AUT | -33 | TMH | 21 | 4 | 57½ | 4 | 63 | | X | 3.85 | |
| H | MH/MR | -30 | MH/MR | 21 | 4 | 45 | 4 | 51 | | | | local workshop |
| I | SEV MR | 32 | MH/MR | 19 | 4 | 40 | 4 | 46 | | | | school |
| J | MOD MR | 55 | TMH | 18 | 4 | 46 | 4 | 52 | | | | school |
| K | AUT/MR | -30 | AUT | 21 | 4 | 45 | 4 | 51 | | | | school |
| L | SEV MR | -31 | TMH | 22 | 3 | 180 | 7 | 186 | | X | 3.35 | |
| M | SEV MR | -31 | TMH | 20 | 3 | 3 | 7 | 9 | | X | 4.20 | |
| N | MOD MR | 35 | TMH | 19 | 3 | 150 | 7 | 156 | | X | 3.85 | |
| O | MOD MR | 43 | TMH | 21 | 3 | 100 | 7 | 106 | | X | 3.75 | |
| P | MOD MR | 40 | TMH | 20 | 3 | 3 | 7 | 9 | | X | 3.35 | |
| Q | SEV/AUT | -32 | AUT | 22 | 3 | 60 | 7 | 66 | | | | local workshop |
| R | MILD/AUT | 75 | AUT | 20 | 3 | 50 | 7 | 56 | X | | | |
| S | MILD MR | 56 | TMH | 20 | 3 | 100+ | 5 | 106 | | X | 3.50 | |
| T | AUT/MR | -32 | TMH | 20 | 3 | 100+ | 5 | 105 | | X | 3.35 | |
| U | MOD/CP | 40 | TMH | 19 | 3 | 76 | 5 | 82 | | | 3.35 | still in school |
| V | SEV MR | -32 | TMH | 22 | 3 | 50 | 5 | 56 | | | | local workshop |
| W | MOD MR | 45 | TMH | 19 | 3 | 75 | 5 | 81 | | X | 3.50 | |

APPENDIX C

SAMPLE: to begin program

'DIVIDUAL TRANSITION PLAN
.an addendum to the Individual Education Plan)

Employment Opportunities Inc.

_____ will participate in voluntary vocational experiences with the staff of Employment Opportunities in the "Transition from School" project, in conjunction with local businesses and correlated with a comprehensive occupational and leisure education program.

OBJECTIVES

* Will tour at least three different businesses in the community and participate in follow-up discussions (at his/her communicative level) after each visit.

* Will actively observe at least 3 - 5 different jobs by working on the job for at least one hour the day following the initial tour.

* Will choose an "occupational preference" based on experiences in three businesses with guidance and assistance as necessary from vocational specialist and teacher.

* Will work in chosen occupation for voluntary vocational experience approximately three half-days per week for 10 - 12 weeks (length determined by EO staff, participating employer, parent, and teacher), maintaining at least 90% attendance and appropriate dress/uniform for training position.

* Following vocational experience, will be referred to appropriate adult service agency for vocational placement/support/evaluation and/or continue in school program for additional education as related to deficits in job and leisure performance. Appropriate curricula and objectives for follow-up will be developed in a staffing by the teacher, EO staff, parent, Vocational Rehabilitation counselor, and student based on evaluation of performance on project objectives.

* Will tour at least two - three different leisure/recreational sites in the community and participate in follow-up group discussions (adapted to individual communicative abilities) after each visit.

* Will try-out a variety of leisure/recreational activities offered at each site following initial visit.

* Will be involved in leisure education sessions conducted by EO staff and correlated with recommendations from the Therapeutic Recreation Specialist for at least 10 - 12 weeks.

* Will participate in leisure/recreational activities with peer counselor scheduled dependent upon availability of peer counselor.

Parent _____ Teacher _____

Student _____ EO Staff _____

Date _____

Rev. 08/86

Executive Director
M. Kay Hollies

4021 livingstone place
durham, n.c. 27707
(919) 489-1938

Board President
Richard G. Hatfield

APPENDIX D

EMPLOYMENT OPPORTUNITIES, INC. SAMPLE:

INDIVIDUAL TRANSITION PLAN following transition services

Student _____ Teacher _____ Date 4/7/86

| GOALS & ASSETS | ACTION & PERSON RESPONSIBLE (include site, # hours/days, transportation, etc.) | TARGET DATE | DATE ACCOMPLISHED/ AMENDED |
|---|---|---|---|
| Will continue to improve and expand marketable work skills and behaviors on real jobs. | 1. (volunteer job coach) will take to work as a dishwasher at Pizza Hut one day weekly for at least 2 hours, (11:00 - 1:00) through the months of April and June. | 6/86 | |
| | 2. (teacher) will involve in school jobs:<br>a. cafeteria work (5 days/wk./1 hr.day)<br>b. classroom maintenance work (5 days/1 hr.) | 4/86-6/87 | |
| | 3. (EO) and family will meet in May to re-evaluate training site at Pizza Hut and continue or change according to appropriateness of placement. | 5/86 | |
| | 4. will be responsible for appropriate job development and training placement for through work in Project SEE this summer. | 6/86 | |
| | 5. will be responsible for calling family to arrange on-site observation of at work at Pizza Hut to assist in coordination of home programming and vocational goals. | 5/86 | |
| | 6. will keep (VR) informed of progress in on-the-job training for future referral to VR. | — | |
| Will increase stamina and physical endurance in all activities. | 1. will program work activities into instructional plan which will require to stand up 1-3 hrs. per day at least 3-5 days per week. | 9/86 | |
| | 2. will observe on the job to give programming suggestions for classroom based on business stamina requirements. | 5/86 | |
| | 3. (or other designated job coach) will increase time with on the job to at least 3 hours/3 days per week beginning in September 1986. | 9/86 | |
| Will improve functional communication skills while on the job. | 1. and will make a word ring with job-related words (ex., help, finished, more work, drink, bathroom, eat, etc.) for use while at Pizza Hut or other community training site to be worn on his body as part of his uniform. | 5/86 | |
| | 2. and (or other designated job coach) will teach use of word ring while job training is in progress. | 5/86 | |



EO/Rev. 01/86

APPENDIX E

Employment Opportunities Inc.

SAMPLE

VOCATIONAL EVALUATION

STUDENT:

TRAINING SITE: Hardee's (Fayetteville Street Mall Location)

TRAINING POSITION: Maintenance

SUPERVISOR: Brenda Stewart

TRAINER: Debbie Nay

Background Information: is a twenty-two year old black female in her last year of school. She was referred to Employment Opportunities by her teacher, Susan Scott. She is currently placed in a self-contained Trainable Mentally Handicapped class at Garner High School.

Evaluation: Based on training experiences in the classroom and discussion by her teacher and Debbie Nay, Vocational Specialist with Employment Opportunities, a maintenance position was chosen as an appropriate work opportunity. Hardee's was chosen as a training site because of the location (on the bus line), opportunity for training, and positive reception of employer and staff. worked voluntarily in training for a total of sixty-two hours. She began work March 21st and completed her training May 19th. She worked two hours three times a week for four weeks then increased her time to five hours three times a week for the final three weeks. Work skills and behaviors were evaluated by the trainer based on direct observation, data collection and comparison of performance to that of co-workers.

Work Skills: was observed to be exceptionally proficient in wiping tables and chairs, emptying trash and replacing bags in trash recepticles. She had adequate work skills in bathroom cleaning which included maintenance of mirrors, sinks, walls, toilets and floors (sweeping and mopping). She was also proficient in sweeping stairwells and wiping trays. She completed vacuuming at a rate of 5-10 minutes below the norm. She followed simple verbal directions and used a pictoral schedule to assist in independent performance. She learned new tasks quickly. Her greatest skill deficit was in recognition of a completed product, especially when tasks were not clearly defined (i.e., vacuuming the same spot for longer than necessary).

Work Behaviors: was punctual and had perfect attendance during the training period. This is in accordance with documented school history. She was always well-groomed and in complete uniform upon arrival. She was well-liked by co-workers, eventhough she made inappropriate remarks to initiate interactions, ("You're fat!"). Comments were easily accepted by co-workers and conversation redirected to more appropriate comments. had particular difficulty controlling inappropriate behaviors in public. She was observed to cough, burp, laugh and cry to get attention and these behaviors were particularly disruptive in the crowded setting at Hardees. Large crowds were particularly upsetting to her and inappropriate behaviors escalated during busiest hours (11:30 am - 1:00 pm).

Executive Director
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Board President
Richard G. Hatfield

APPENDIX F

# INTERAGENCY AGREEMENT FOR TRANSITION

I. Purpose

This agreement encompasses the direct service agencies of Division of Vocational Rehabilitation Services (VR); Mental Health (Mental Retardation Developmental Disabilities [MR/DD]); and Wake County Public School System, in cooperation with the Association for Retarded Citizens - Transitional Service Center (ARC-TSC). The purpose of this agreement is to encourage and provide for the cooperation, collaboration, and integration of efforts in the delivery of services to the moderate and severely developmentally disabled student from age 16 and above in Wake County during the preparation for and transition from public school to gainful employment in the community without an interruption of needed services. To accomplish this goal, services provided by each participating agency are described below.

II. Responsibilities

General:

1. The agencies agree to share information regarding program changes and provide in-service training.

2. The agencies agree to meet on a quarterly basis to evaluate and plan the efforts of this cooperative effort.

3. The agencies agree that a 2-year service projection is adequate and will work cooperatively in obtaining necessary data.

WAKE COUNTY PUBLIC SCHOOLS

1. The Wake County Public Schools will provide, for students enrolled in the school system, prevocational/vocational training, as stated in the Individualized Educational Plan.

2. Obtain release of information prior to forwarding any referral information to appropriate agencies.

3. When a student enters a Vocational Training Program, or at least during his/her last year of school, his/her name and other pertinent information will be sent to VR & MR/DD. Periodic progress reports will be forwarded to assist with screening & referral for appropriate services.

4. Obtain permission from parent or guardian for placement in a Vocational Training Program.

5. Prevocational and Vocational goals in IEP will be shared with cooperative agencies.

6. Will initiate conferences between MR/DD Habilitation Specialist, the designated VR Counselor & teacher for mutual cases to insure a smooth continuum of services.

VOCATIONAL REHABILITATION

Upon receipt of referral from Wake County Public School, Vocational Rehabilitation will:

1. Serve as a consultant with other agencies to develop job sites for training and placement.

2. Attend prescreening meetings regarding new referrals.

3. Screen and evaluate referrals to determine whether referral is appropriate for VR services.

4. In addition, if deemed appropriate, VR may routinely provide these services to eligible clients:

   A. Assist with job placement and provide follow-up services until client is closed/rehabilitated.

   B. Assist with cost of on-the-job training in senior or last year of school.

   C. Provide post-employment services to those eligible clients to assist them in maintaining employment.

   D. Provide vocational evaluations as needed.

   E. Coordinate work adjustment training with appropriate local rehabilitation facilities.

   F. Provide TJTC certification once individual is employed.

   G. Provide wage and hour certification assistance as needed for individuals unable to produce goods at competitive levels.

   H. Arrange or provide medical and psychological evaluations as indicated to ascertain employability of student.

   I. Purchase special clothing, shoes, and uniforms for clients if unable to purchase and meets economic needs test.

   J. Provide rehabilitation engineering services for job site modifications and special adaptive equipment.

   K. Assign counselor to each eligible individual to coordinate vocational experiences and to interact with other team members.

WAKE COUNTY MENTAL RETARDATION/DEVELOPMENTAL DISABILITIES

Upon receipt of referral, and if deemed appropriate, MR/DD will:

1. Attend conferences of students in transition during their last year of school.

2. Initiate record keeping and open client files.

3. Support and assist WCPS and VR in job training and follow along.

4. Initiate case management for vocational services as well as referral to other needed or appropriate services.

5. To provide routine MR/DD services post graduation such as consultation with other agencies, referral to residential services, vocational follow-along, and counseling.

ARC - TSC

11 agree to:

1. To assist with the collection of data as needs are presented in the quarterly meetings.

2. To provide and increase public awareness regarding transition services.

3. To lobby for legislation that the agencies feel would assist them in providing transition services.

4. Coordinate quarterly meetings and serve as chairperson.

This agreement and the performance thereof are contingent upon the appropriate and continuing availability of funding. Nothing in this agreement will supersede Federal or State laws and regulations. This agreement will take effect when the signatures of properly authorized agents of each agency are affixed. The agreement shall remain in effect until terminated by written notice of any party, and may be amended by mutual consent of all the parties.

Agreement entered into on 2-16 1987 (Date)

By

Wake County Public Schools Chairman

For Wake County Public Schools Superintendent

For Wake County MR/DD Services

For Rehabilitation Services

For Association for Retarded Citizens/Wake Co.

## APPENDIX G

EMPLOYMENT OPPORTUNITIES, INC.

Transition Questionaire

Name:_____ Business:_____ Date:_____

1. What are the benefits to a business from participation in the transition program sponsored by Employment Opportunities, Inc.?

2. What changes would you, as an employer, recommend in program format.

3. Please express your opinion of the proficiency of the job coaches.

4. Please discuss any attitudinal changes related to working with individuals with disabilities as a result of involvement in the transition project.

## APPENDIX G

EMPLOYMENT OPPORTUNITIES, INC.

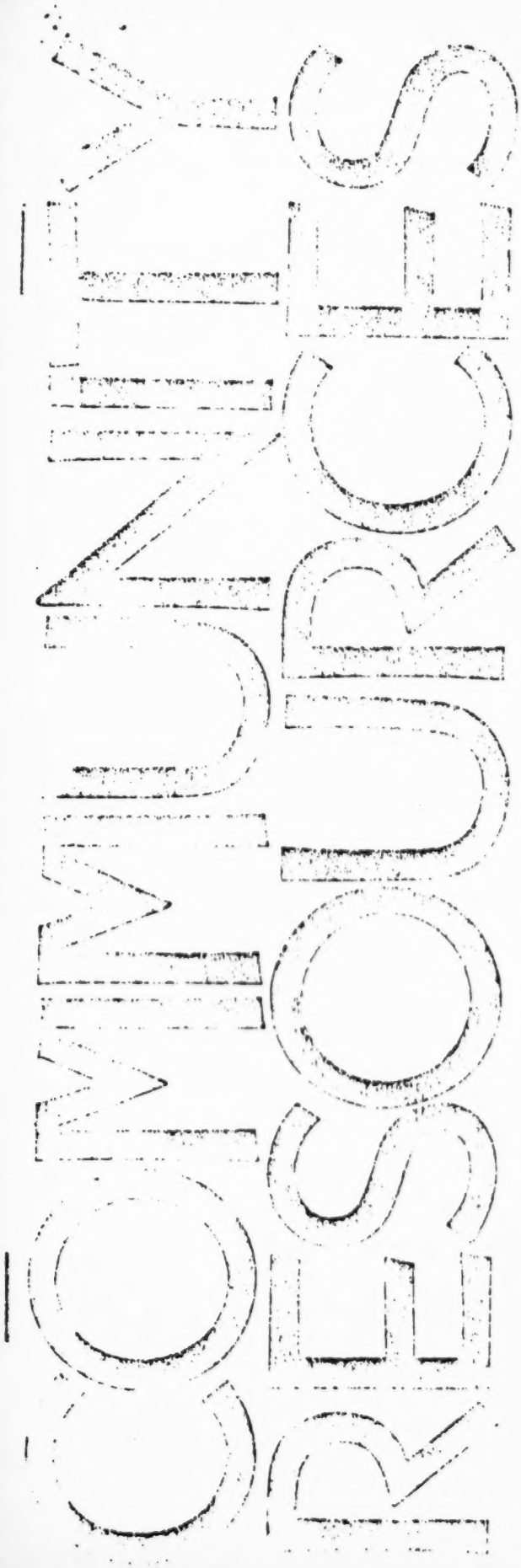
Transition Questionaire

Name:_____ School:_____ Date:_____

1. How was participation in the transition program most beneficial to you as a teacher and to your students?

2. Did you make any curriculum changes as a result of involvement in transition? If yes, please discuss.

3. Please discuss any recommendations you have to improve transition services.




APPENDIX H

Booklet not attached to this package

Appendix I

PUBLIC PRESENTATIONS

September 1985 - August 1986

1. Council on Exceptional Children (Charlotte) - annual state conference
2. Division for Treatment and Education of Autistic and Similar Communication Handicapped Children (TEACCH)--fall state in-service training, state conference--(2 presentations)
3. N.C. Department of Public Instruction--state conference on transition (Raleigh)
4. Vocational Alternatives Conference--annual state conference (Durham)
5. N.C. Council for Entrepreneurial Development--businesses
6. Transition Services Conference (Wilmington)--mixed group
7. Governor's Advocacy Council for Persons with Disabilities--staff
8. N.C. DDDL--psychologists team at UNC/N.C. Memorial Hospital (Chapel Hill)
9. Project Leisure Is For Everyone (LIFE)-- staff at UNC (Chapel Hill)
10. Association for Retarded Citizens, Durham--parents
11. Interagency Council, Wake County--mixed group
12. Vocational Rehabilitation, Wake County-- Counselors
13. Transition Service Center, Wake County--mixed group
14. N.C. State University, Sigma Chi Fraternity (Raleigh)
15. Enloe High School, Raleigh--parents group
16. Garner High School, Wake County--parents group
17. Job Coach Training, Wake County--parents/paraprofessionals (4 sessions)

September 1986 - August 1987

18. TASH (The Association for Severely Handicapped) Annual National Conference (San Francisco)
19. Council on Exceptional Children--annual state conference (Winston-Salem)
20. Vocational Alternatives Conference--annual state conference (Durham)

21. N.C. Chapter--Association for the Education and Rehabilitation of the Blind and Visually Impaired (Raleigh)--annual state conference

22. N.C. Community Living Association--annual state conference

23. Regional workshops--N.C. Department of Public Instruction (Asheboro, Williamston, Southern Pines)

24. Supported Employment demonstration projects state meeting (informal--Greensboro)

25. N.C. Council on Developmental Disabilities--Vocational Committee (Raleigh)

26. University of N.C.--graduate Rehabilitation Counseling Division--2 classes (Chapel Hill)

27. FGI, Inc. (Chapel Hill)

28. Developmental Disability Model Services Program (informal--Raleigh)

29. Board of Directors--Wake Mental Retardation/Developmental Disabilities Services Committee (Raleigh)

30. Wake Interagency Council (Raleigh)

31. Mayor's Office--City of Raleigh (Raleigh)

32. Durham City Schools--Special Programs (Durham)

33. Durham Association for Retarded Citizens (Durham)

34. Greensboro Association for Retarded Citizens (informal--Raleigh)

35. Silverleaf Group Home Staff (Raleigh)

36. Athens Drive High School--parents group (Raleigh)

37. Vocational Rehabilitation--cooperative school program (Raleigh)

APPENDIX J

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1987

H D

HOUSE DRH8059-LK144

Short Title: Model Ed. Transition Funds. (Public)

Sponsors: Representative Holroyd.

Referred to:

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR A MODEL COLLABORATIVE EDUCATIONAL TRANSITION PROGRAM IN WAKE COUNTY.

Whereas, qualification for employment is an implied promise of American education, but between fifty percent (50%) and eighty percent (80%) of working-age adults who report a disability are jobless; and

Whereas, because of the unique needs and the increasing number of graduates who function in the moderate to severe range of disabilities, national pilot projects have focused attention on developing different effect strategies which will enable these disabled individuals to learn relatively complex activities and increase their level of independent functioning and the opportunities for community integration; and

Whereas, even though studies now verify that, with appropriate training and support, severely disabled students can live and work in the community with their non-disabled peers, most of the severely disabled students remain at home after graduation and are dependent upon their families or society for support; and

Whereas, the Wake County Public School System, the North Carolina Division of Vocational Rehabilitation Services, Wake County Mental Health/Mental Retardation/Substance Abuse Services, Employment Opportunities, and the Wake

County Association for Retarded Citizens are working jointly to develop and implement a collaborative educational transition program for the severely disabled student population of Wake County; and

Whereas, the results of this pilot program will be helpful in establishing programs across the State to assist persons with specified developmental disabilities to make a successful transition from school to employment; Now, therefore,

The General Assembly of North Carolina enacts:

Section 1. There is appropriated from the General Fund to the Department of Human Resources the sum of one hundred seventy-seven thousand seven hundred ten dollars ($177,710) for the 1987-88 fiscal year to fund the Wake Collaborative Educational Transition Pilot Program. The funds appropriated by this section shall be distributed to the following public entities:

| | |
|---|---|
| Wake County Public School System | $ 75,980 |
| Wake County Vocational Rehabilitation Services | $ 26,050 |
| Wake Area Mental Health | $ 75,680 |
| TOTAL APPROPRIATIONS | $177,710 |

Sec. 2. This act shall become effective July 1, 1987.

APPENDIX K

## EMPLOYMENT OPPORTUNITIES, INC.

### September 1985 - August 1987

| | BUSINESSES TOURED | JOBS TRIED |
|---|---|---|
| MC | Shoney's | dishwasher/food prep |
| | Mission Valley Quality Inn | housekeeper/laundry |
| | Best Products | stock clerk |
| | Velvet Cloak | laundry/kitchen |
| | Cablevision | file clerk/warehouse |
| RH | Shoney's | dishwasher/food prep |
| | Mission Valley Quality Inn | housekeeper/laundry |
| | Best Products | stock clerk |
| | Rock O'la Cafe | food prep |
| CL | Shoney's | dishwasher/food prep |
| | Mission Valley Quality Inn | housekeeper/laundry |
| | Best Products | stock clerk |
| | Athens Drive Cafeteria | salad prep |
| | Cablevision | file clerk/assembly |
| | Simple Pleasures | bakery/deli/dishwasher |
| | Marriott | laundry/kitchen |
| | Golden Corral | dishwasher/food prep |
| | The Innkeeper | housekeeper |
| | Wake Medical Center | file clerk/stock clerk/ printer/lab assistant |
| | Best Products | stock clerk |
| | Velvet Cloak | laundry/kitchen |
| | Cablevision | file clerk/warehouse |
| DM | Shoney's | dishwasher/food prep |
| | Mission Valley Quality Inn | housekeeper/laundry |
| | Best Products | stock clerk |
| CS | Shoney's | dishwasher/food prep |
| | Mission Valley Quality Inn | housekeeper/laundry |
| | Best Products | stock clerk |
| | Rock O'la Cafe | food prep |
| TW | Shoney's | dishwasher/food prep |
| | Mission Valley Quality Inn | housekeeper/laundry |
| | Best Products | stock clerk |

**Employment Opportunities, Inc.**
**September 1985 - August 1987**
**Business Toured, Cont.**

| | | |
|---|---|---|
| WD | Shoney's | dishwasher/food prep |
| | Mission Valley Quality Inn | housekeeper/laundry |
| | Best Products | stock clerk |
| RP | Golden Corral | dishwasher/food prep |
| | The Innkeeper | housekeeper |
| | Wake Medical Center | file clerk/stock clerk/ printer/lab assistant |
| RB | Golden Corral | dishwasher/food prep |
| | The Innkeeper | housekeeper |
| | Wake Medical Center | file clerk/stock clerk/ printer/lab assistant |
| | Tipper Tie | assembly/disassembly |
| GP | Golden Corral | dishwasher/food prep |
| | The Innkeeper | housekeeper |
| | Wake Medical Center | file clerk/stock clerk/ printer/lab assistant |
| MA | Golden Corral | dishwasher/food prep |
| | The Innkeeper | housekeeper |
| | Wake Medical Center | file clerk/stock clerk/ printer/lab assistant |
| DJ | Golden Corral | dishwasher/food prep |
| | The Innkeeper | housekeeper |
| | Wake Medical Center | file clerk/stock clerk/ printer/lab assistant |
| BK | Golden Corral | dishwasher/food prep |
| | The Innkeeper | housekeeper |
| | Wake Medical Center | file clerk/stock clerk/ printer/lab assistant |
| | Best Products | stock clerk |
| | Velvet Cloak | laundry/kitchen |
| | Cablevision | file clerk/warehouse |
| | Cablevision | file clerk/assembly |
| | Simple Pleasures | bakery/deli/maintenance |
| | Marriott | laundry/kitchen |

**Employment Opportunities, Inc.**
**September 1985 - August 1987**
**Business Toured, Cont.**

| | | |
|---|---|---|
| VW | Golden Corral | dishwasher/food prep |
| | The Innkeeper | housekeeper |
| | Wake Medical Center | file clerk/stock clerk/ printer/lab assistant |
| CY | Golden Corral | food prep/dishwashing |
| | Roy's Rental Uniform | laundry service |
| | NCSU | plant nursery/maintenance |
| WC | Golden Corral | food prep/dishwashing |
| | Roy's Rental Uniform | laundry service |
| | NCSU | plant nursery/maintenance |
| VS | Golden Corral | food prep/dishwashing |
| | Roy's Rental Uniform | laundry service |
| | NCSU | plant nursery/maintenance |
| GM | Cablevision | file clerk/assembly |
| | Simple Pleasures | bakery/deli/maintenance |
| | Marriott | laundry/kitchen |
| GH | Golden Corral | food prep/dishwashing |
| | Roy's Rental Uniform | laundry service |
| | NCSU | plant nursery/maintenance |
| JN | Roy's Rental Uniform | laundry service |
| | NCSU | plant nursery/maintenance/ motor pool |
| | Golden Corral | food prep/dishwashing |
| AL | Best Products | stock clerk |
| | Velvet Cloak | laundry/kitchen |
| | Cablevision | file clerk/warehouse |
| MM | Best Products | stock clerk |
| | Velvet Cloak | laundry/kitchen |
| | Cablevision | file clerk/warehouse |

**Employment Opportunities, Inc.**
**September 1985 - August 1987**
**Business Toured, Cont.**

| | | |
|---|---|---|
| JS | Best Products | stock clerk |
| | Velvet Cloak | laundry/kitchen |
| | Cablevision | file clerk/warehouse |
| IM | Best Products | stock clerk |
| | Velvet Cloak | laundry/kitchen |
| | Cablevision | file clerk/warehouse |
| SN | Best Products | stock clerk |
| | Velvet Cloak | laundry/kitchen |
| | Cablevision | file clerk/warehouse |
| WP | Cablevision | file clerk/assembly |
| | Simple Pleasures | bakery/deli/maintenance |
| | Marriott | laundry/kitchen |
| AW | Cablevision | file clerk/assembly |
| | Simple Pleasures | bakery/deli/maintenance |
| | Marriott | laundry/kitchen |